



## Session 1 Report – Student Vision

**NAME OF SCHOOL:** Nimitz Middle School

**DATE OF SESSION 1: 09.20.2012**

**NAME OF ORGANIZATION:** Alliance for a Better Community (ABC)

**NAME OF INDIVIDUAL REPORTING IN BEHALF OF THE ORGANIZATION:** Martha Cortes

**DATE THIS REPORT IS COMPLETED AND SUBMITTED:** 10.02.2012 (SECOND VERSION)

This Student Vision report was created by a combination of feedback provided by the small group activity, discussion, and the annotated narrative data. During the small group exercise the session participants were asked to create a vision for students. The following is a compilation of the information collected.

The main themes identified during the Student Vision activity were: 1) **Academic readiness**; 2) **College and career**; 3) **Lifelong learner**; and 4) **Job/life skills**.

### **Academic readiness**

During the small group discussions, and based on the amount of written feedback provided on this issue, session participants wanted to discuss the importance of students being prepared academically. Specifically, they wanted to know how Nimitz was preparing students to meet both state and district level standards. During this activity, individual participants also wanted to understand the difference between the programs available on the Nimitz campus (i.e. magnet) and the opportunities available for all students to succeed academically regardless of their enrollment. The following is the written feedback provided on *academic readiness*:

- 1) Me gustaría que mis hijas fueran bien preparadas, que sepan leer bien, estén preparadas en todas las materias, que sepan lo que quieren ser en su vida—maestros o cualquier carrera.  
*(I wish my daughters are well prepared, can read well, are prepared in all subjects, know what they want to be in life- a teacher or any career).*
- 2) Que los estudiantes estén pasando el examen CST  
*(I want the students to pass the CST)*
- 3) Quiero que mi hijo tenga un rendimiento académico de lectura de matemáticas que todo sea progreso  
*(I want my child to achieve in reading of mathematics that everything is progress).*
- 4) Que sepan resolver problemas en la lectura, que lean claro, y que comprendan la visión de lo que están haciendo  
*(That they know how to solve problems in reading, to read clearly, and understand the vision of what they are doing).*
- 5) Me gustaría que mi hija esté preparada en todos los niveles.  
*(I would like my daughter to be prepared at all levels).*
- 6) También me gustaría que fuera bien preparada en algebra por qué es lo más difícil, que todo alumno pase, me gustaría también que fuera proficiente en todos los aspectos.  
*(I also like her to be well prepared in algebra because that is most difficult, that all students pass. I would also like her to be proficient in all areas.)*
- 7) Quiero que mi hijo pueda aprender a resolver problemas de Algebra.  
*(I want my child to learn how to solve algebra problems).*
- 8) Yo quisiera que mi hijo vaya a su nivel de lectura y escritura porque el está muy bajo en sus áreas. Deseo que cuando salga de aquí con su porcentaje necesario para seguir adelante.



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*(I want my child to be at level in reading and writing because he is very low in his subjects. I hope he leaves from here with the percentages needed to move forward).*

- 9) Que sepa expresar adecuadamente con palabras claras y precisas, que pueda desarrollar problemas complejos en Algebra, que sea compasivo con sus semejantes, honesto y respetuosos.  
*(That he knows how to express adequately with clear and precise words, that he is able to develop Algebra complex problems, that he is compassionate with his peers, that he is honest and respectful).*
- 10) Que en matemáticas comprendan las estrategias académicas.  
*(That they can understand the academic strategies in math).*
- 11) Que escriba mejor, que sea un estudiante muy perfecto en todo y principalmente que no falte ningún día, y que sea un buen ciudadano.  
*(That he writes better, that he is a very perfect student in everything, and mainly that he does not miss a day of school, and that he will be a good citizen).*
- 12) Score high on tests, quizzes. *(Obtener altas calificaciones en exámenes y cuestionarios.)*

### College and career

The second theme identified was the aspiration for Nimitz students to continue their post-secondary education to attain a quality job/career. Based on the written feedback provided below, many of the session participants made the connection between academic readiness and access to college and career. Below are the comments that address *college and career*:

- 1) Me gustara o quiero que mi hijo valla a la preparatoria  
*(I would like or I want my son to go to high school.)*
- 2) Que nuestros hijos sean exitosos y que pasen el examen de CAHSEE para que vayan a la universidad  
*(That our children be successful and pass the CAHSEE to go to college.)*
- 3) Que mis niños reclasifiquen, que salgan de ese programa para que vayan a la Universidad  
*(That my children are reclassified, that they exit that program to be able to go to the University).*
- 4) Me gustaría que mi hija fuera bien preparada mentalmente, que nuevamente va a dar un paso mas grande en su vida y de ahí empieza a meditar cual profesión quiere ejercer.  
*(I would like my daughter to be well prepared mentally, since once again she is taking an even bigger step in her life; and then she can begin to ponder what career she would like to pursue).*
- 5) Me gustaría que mis hijos se graduaran con mejores calificaciones para así tener las oportunidades de una beca ya  
*(que es el sueño de los dos hijos para tener la oportunidad de llegar a la universidad y tener un futuro).*
- 6) Yo quisiera que mi hija estuviera en un nivel alto que no le perjudicara nada cuando y salga de Nimitz, que este muy preparada con my ayuda, y que tomara en cuenta que el estudio es la primera escalera para llegar a donde quiere llegar y poder trabajar donde ella quiere.  
*(I would like that my daughter be at a high level that will not hurt her in anything and when she leaves Nimitz she will be well prepared with my help, and that she takes into account that studying is the first step to get where she wants to be and be able to work wherever she wants).*
- 7) Lo que yo quiero para mi hijo son las mejores calificaciones y una buena educación y que llegue hacer un profesional.  
*(What I want for my son are the best grades and a good education and that he can become a professional).*



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- 8) Yo quiero que mi hijo sea muy responsable y que sea el mejor estudiante que siga siendo con excelencia en matemáticas y que siga con su meta de irse al colegio y que sea doctor y él lo va alegrar con la ayuda de dios.  
*(I want my child to be very responsible and to be the best student to remain being excellent in mathematics and to keep his goal of going to college and becoming a doctor, and he will do it with the help of God).*

### Lifelong learner

During the wrap-up portion of the session, participants were asked if they understood all language used in the school's proposed plan. "Lifelong learner," among others, was identified by the support facilitators as a word that should be included in the writing team's *Glossary of Terms*. Even though not clear on the exact definition of a *lifelong learner*, session participants included the following written feedback regarding their aspiration for their children to continue to learn and grow post Nimitz:

- 1) Que piense en el futuro y en su bien estar y no se llene de complejos.  
*(To think of the future and his/her well-being, and that he/she does not develop any type of complex).*
- 2) Dale a su hijo la atención que necesita para que así se desarrolle y se devuelva el solo (a); ensañarle que estas contento(a) por los logros que ha tenido; que le guste venir a la escuela, que lo vean como una responsabilidad no obligación, para ser mejores; que puedan resolver problemas que se les presenten, que piense bien las cosas antes de hacerlas las cosas.  
*(Give your child the attention he needs to develop and evolve; show them you are happy for his/her achievements, that they like to go to school, that they see it as a responsibility and not an obligation, in order to become better; that they can solve any problems presented to them, that they think things through before they do something).*
- 3) Que sea responsable y que entienda que la educación es lo mas importante para tener éxito en la escuela y en la vida.  
*(To be responsible, he/she needs to understand that education is the most important thing to be successful in school and in life)*
- 4) Tener desde ahora buenos hábitos, ser disciplinados, siempre respetuosos depende de nosotros como padres a nuestros hijos; tengan una meta fija a que se alenten ellos mismos diciéndose en la vida; aprender de los errores es muy importante pues así crecen como persona.  
*(To have good habits starting from now, to be disciplined, respectful, it is always up to us as parents of our children; to have a set goal, that they talk themselves to become encouraged in life, to learn from mistakes is very important as well because that's how they grow as a person).*
- 5) Que tenga interés en su futuro, que pueda pensar antes de responder, que se ponga metas.  
*(To be interested in his/her future, to learn to think before responding, to set goals).*
- 6) Responsable, defienda en lo que cree, respetuoso, amigable, que tenga muy buenos grados y los mantenga.  
*(To be responsible, to defend what he believes in, to be respectful, friendly, have and maintain good grades).*
- 7) Me gustara que mi hija fuera muy responsable y que estudien mucho para que vaya a un futuro mejor y sea una gran profesional, a mí como madre me va hadar mucho gusto.  
*(I would like my daughter to be very responsible and study hard to have a better future and become a great professional, as a mother it will make me very happy).*
- 8) Deseo que mi hija siga asi responsable, le gusta la lectura, completa sus trabajos.  
*(I want my daughter to keep being so responsible, she likes reading, and she completes her work).*



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- 9) Que nuestros estudiantes sean más responsables; que tomen sus propias decisiones con la ayuda o orientación de sus padres or maestros; que sus meas las tomen en serio.  
*(That our students would be more responsible; that they make their own decisions with the help and guidance of their parents or teachers; that take their goals seriously).*
- 10) Me gustaría que mi hijo cuando salga de esta escuela sea un estudiante responsable en sus tareas, en su educación, personal, que le guste leer mucho, que se esfuerce para sacar buenos grados.  
*(I wish that when my son gets out of this school he is a student who is responsible in his work, his education, personally, that he likes to read a lot, that he strives to get good grades).*

### Job/life skills

This theme was not fully discussed by the participants during the large group discussion or question and answer portions, but it was addressed through the written feedback. The following comments identify the vision for students regarding job and life skills:

- 1) Time management
- 2) Public speaking
- 3) Good working skills
- 4) Interact with peers and faculty, social skills.
- 5) Public speaking; continue to keep the good working habits.
- 6) Saber entender y comprender lo que leen, ser independientes, saber resolver problemas, un buen reporte de calificaciones  
*(Learn to understand and comprehend what they read, to be independent, able to solve problems, a good report card).*
- 7) Me gustaría que mi hija sea responsable.  
*(I would like my daughter to be responsible).*
- 8) Queremos que sean responsables; a mí me gustaría que mi hijos sean más sociables, que sepa mi hijo esto es un reto y que sean un niño muy independiente que tiene que graduarse.  
*(We want them to be responsible. I would like my children to be more sociable, for what I know for my son it's a challenge, and that they are very independent children who must graduate).*
- 9) Adquirir más conocimientos y tener una alta responsabilidad para ayudar a sus semejantes.  
*(Learning more and have a great responsibility to help their peers).*
- 10) A mi me gustaría que mi hija sea responsable, escuchar sin interrumpir para saber cómo administrar su tiempo y rendir un alto nivel de grado.  
*(I would like my daughter to be responsible, listen without interrupting so she knows how to manage her time and achieve at a high level).*

### ADDITIONAL COMMENTS

Some of the written comments did not fit in any of the above categories. Nevertheless, they are reported below because they may be able to better fit under the School Vision activity:

- 1) Parents need to stay and get more involved with teaching their students at home.  
*(Parents need to stay and get more Involved with Their teaching students at home).*
- 2) Me gustaría que se enfoquen en los niños bajos para que ellos salgan como todos los otros niños.  
*(I would like a focus on children who are low so they can achieve as well as all other children).*



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- 3) Que preparen a los niños para que estén listos para sobre salir en la high school.  
*(That they prepare children to be ready to excel in high school).*
- 4) El personal tener mas atención, vigilar mas y ayudar mas a los estudiantes.  
*(The staff needs to pay more attention, to keep watch on the students and to help more).*
- 5) Apoyos de los dos padres hacia nuestros hijos.  
*(Support from both parents to our children).*
- 6) Necesitamos una educación de calidad.  
*(We need quality education).*
- 7) Que la escuela tenga comunicación buena con los padres y estudiantes.  
*(That the school has good communication with parents and students).*
- 8) Que los maestros estén capacitados para darles la educación que nuestros hijos necesitan.  
*(Teachers that are well trained to teach our children the education they need).*
- 9) Que preparen a los maestros que les den talleres capacitados para la educación de nuestros hijos.  
*(That they prepare teachers, to give workshops to train them on educating our children).*
- 10) Que la supervisión sea de calidad.  
*(That there is quality monitoring).*
- 11) La escuela tiene que capacitarlos para los tes de greso.  
*(The school must train them to progress tes de greso (sic) (on the exit exams?).)*
- 12) Los maestros deben ser compasivos, tener límites pero con respeto y paciencia; ser justos.  
*(The teachers should be compassionate, have limits but with respect and patience, be fair).*



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The main themes identified were: 1) **Communication and interaction**; 2) **Teacher quality and student support**; 3) **Safety and Cleanliness**; and 4) **Funding and Resources**. Based on notes, these themes began to bubble up early during the Student Vision activity and the larger group discussion. The School Vision activity provided session participants to further detail their own vision for Nimitz.

### **Communication & Interaction**

Session participants were particularly interested in discussing instances in which they felt there had been a lack of communication and appropriate interaction between student, parent, and teacher. Specifically, a couple of participants with children currently attending Nimitz described experiences in which their children had told them that their teacher said she/he could only answer questions once. These parents worried that this type of interaction between student and teacher could eventually lead to decrease in confidence and ultimately impact student learning. Even though one of the parents expressed understanding of the pressures teachers face, she stated the teacher should have communicated with her. She mentioned they could work in partnership not only to make sure that her child could get his/her questions answered, but also to identify how she could be of support. There was also some additional written feedback on the communication and interaction between teachers and school administration. This theme is further reflected in the report: *Dialogues with Planning Teams* and in the following written feedback:

- 1) Que cada persona involucrada cumpla con sus responsabilidades, eso involucra alumno, maestros, personal administrativo en general y padres.  
*(Everyone involved should be accountable: students, teachers, all administrative staff, and parents.)*
- 2) Me gustaría que el personal de la escuela trabajáramos en equipo, como padres, alumnos, maestros, y seamos más corteses, más sociables, compartir ideas, experiencias, que los padres seamos voluntarios rotando tiempo para evitar gente extraña. Invada los sueños de nuestros hijos y de la escuela de tener gente graduada.  
*(I would like to see that we all work as a team, parents, students, teachers, and to be polite to one another, more friendly, to share ideas, experiences; the parents need to volunteer their time to avoid having strangers in the school. Work together to reach a common dream, to see our children graduate from school.)*
- 3) Que los maestros realmente le den confianza a los estudiantes de preguntar cuantas veces necesite para entender las lecciones. *(Teachers need to really give a sense of trust to the students so that the students can ask freely as many times as needed in order to understand the lectures)*
- 4) Desde ahora tener una prioridad en la vida es muy importante la escuela incluye en ella buenos maestros; siempre trabajar maestro, alumno, y padre, este es una base que este bien fuerte en comunicación, respeto, buenos hábitos; tener una base muy fuerte desde el principio ayudar a los alumnos si en ocasiones se sienten confundidos.



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*It is important to set have priorities in life; the school should include: good teachers that work well together with the students and the parents. This will create a solid foundation in the school, and will improve the communication, respect, good habits. We should do this at the beginning, and the teachers should help the students whenever something is not clear to them.*

- 5) Respeto al la escuela, quiero que tenga más comunicación con los padres a cerca de los alumnos. En la cafetería que tengan un ambiente saludable, higiénico y que los maestros estén enfocados en los alumnos.  
*(I respect the school. I would like to see an improvement in communicating with the parents in regards to students. The cafeteria should be a healthy environment, hygiene is important. The teachers should focus more on the students)*
- 6) Respeto, responsabilidad y dedicación tanto el estudiante come maestros. Trabajar tanto personal como padres y estudiantes para el logo y bien estar académico. Más seguridad estudiantil.  
*(Both, the students and the teacher need to be respectful, responsible, and committed. As parents, we need to work with the school personnel and the students in order to improve academic achievement. Improve safety for the students).*
- 7) Comunicación, información y trabajar más en conjunto, como en equipo. Hacer cambios en disciplina, mas talleres educativos para padres y alumnos.  
*(We need to have good communication, and work together as a team. Changes in discipline are needed, more workshops to educate parents and students).*
- 8) Respeto a la escuela primero tiene que empezar a comunicarse más los maestros, el director, y todo lo que formula escuela y que apoyen mas a los alumnos y que les den seguridad confianza y que ayuden mas a los que estén más bajos que les ayuden a sacarlos a nivel y que los maestros se capacítense más para ayudar mas a los niños y hacer un ambiente de paz y amor y confianza.  
*(Respect for the school comes first. Improve communication among teachers, principal, and everyone else involved in the school. Additional support for the students, they should make them feel safe and comfortable; the students with lower grades need more support to increase their level; more training for the teachers, they need to learn methods to provide additional support for the students. We would like to see a school with harmony, love and trust).*
- 9) Tomar ideas del grupo de maestros del GATE program para mejorar la educación de la escuela en general.  
*(We need to incorporate some elements of the GATE program to improve instruction throughout.*
- 10) A mi me gustaría que los maestros explicaran mejor a sus estudiantes y les dedicaran más tiempo de enseñanza y no estén usando sus teléfonos celulares y si el estudiante necesita que le expliquen otra vez, se tome el tiempo y lo haga y que no se moleste por que el estudiante pierde el empeño de estudiar.  
*(I would like to see the teachers taking the time to explain the information so that the students have a clear understanding, more instruction. They should not be using cell phones in the classroom, and to repeat the information to the students that need repetition; they should not feel bothered by the students, otherwise the students will feel discouraged and they will lose their interest in school).*

### **Teacher Quality & Student Support**

Even though *communication and interaction* was one of the top themes identified during the larger group discussion, through the written feedback participants were most concerned about teacher quality at Nimitz. The following comments reflect a particular interest in ensuring that teachers are well qualified and that they are able to support high-need students. These are the comments collected on teacher quality and student support:



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- 1) Quiero que se enfoquen los maestros en los alumnos que necesiten ayuda a su nivel.  
*(I would like to see that teachers pay more attention to the students that are not performing at grade level).*
- 2) El apoyo a los alumnos que todos juntos usar las estrategias necesarias para que los estudiantes logren sus metas para sobre salir en sus estudios.  
*(Support the students, working together and using the necessary strategies to help the students reach their goals and have excellent grades).*
- 3) Más capacitación y entendimiento del maestro hacia el estudiante.  
*(More training for the teachers for a better understanding of the students)*
- 4) Que Nimitz solo tenga maestros bien acreditados para ser maestros.  
*(I want Nimitz to have fully credentialed teachers).*
- 5) Capacitación para todo el personal sin excepción. Principal, maestros, staff, y todos pues ellos son los alimentos de una escuela. La seguridad es importante y la confianza para los niños que así se sientan seguros de estar en la escuela. Limpieza mantener la escuela limpia, pues ella es el espejo de los que somos. Que los maestro se enfoquen mas en lo que pasa a los alumnos.  
*(Training for all school personnel, no exceptions. The principal, the teacher, and staff members, they are all essential elements in the school. To keep the school clean, cleanliness reflects who we are. Teacher should focus on the students needs).*
- 6) Que los maestros estén preparados en todas las aéreas.  
*(Teachers should be well trained in all areas of instruction).*
- 7) Que Nimitz sea más personalizado para ayudar a los estudiantes a lograr mejor aprovechamiento.
- 8) Los maestros tienen que ser más pacientes y no dejar a los alumnos hasta que los maestros miren que el alumno aprendió. También, si es posible que el maestro trabaje con el alumno que necesita más ayuda y no ignorarlos.  
*(Teachers need to show more patience; they should provide continued support for the students that are struggling, and do not give up. Also, if possible, the teacher should work with the students who need more support. They should not be ignored).*
- 9) Me gustaría que los maestros fueran mas profesionales en su trabajo, y que así como son exigentes con los alumnos que también los fueran con los maestros.  
  
*(I would like to see teachers behave in a professional manner in their work. The school has high expectations for the students, and I think the same should apply to the teachers).*
- 10) Más capacitación para los maestros. La seguridad es muy importante por esta área.  
*(Teachers need additional training. Safety is very important in this area).*
- 11) Maestros más dedicados y comprometidos con su trabajo, especialmente los maestros de clases regulares.  
*(Teachers need to show more dedication and commitment in their work, especially teachers in regular classes).*
- 12) Que todos los maestros se dediquen más a la educación de sus alumnos y a sus cosas personales, y que tengan la escuela más comunicación con el hogar del estudiante y que los maestros sean más tolerante con los estudiantes.  
*(All teachers need to focus more on instruction and on personal matters; they need to have better school-home communication; they need to show more tolerance with students).*
- 13) Lo que quiero que la escuela tenga los mejores maestros y que ayuden a todos los estudiantes en general. Que los maestros apoyen a los alumnos para salir con un buen nivel académico.



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*(I want the school to have the best teachers, and provide support for all students. The students need teacher support in order to reach their academic level).*

- 14) Yo deseo que la escuela se enfoque más en los niños bajos y no les dejen abajo por que nada más se enfoquen en los avanzados y a nuestros niños bajos no les ponen la misma atención por eso los niños no se gradúan.  
*(I want the school to focus more on the low performing students, not just on the advanced students. I feel that the low performing students do not receive the same attention and support; this is the reason they do not graduate).*
- 15) Que los maestros tomen más interés a los alumnos de clases regulares y dales más enfoque y preparación para los exámenes CST.  
*(Teachers need to pay more attention to the students in general education, and focus more on preparing them for the CST).*
- 16) Que los maestros ayudaran mas a los niños, enfocarse más en los niños que ellos ven que necesitan mas ayuda, ponerles más atención.  
*(Children need more support from teachers, they need to focus more on the children who need the most help, pay more attention to them).*

### **Safety and Cleanliness**

Session participants also addressed the importance of a safe and clean school environment at Nimitz. One of the session participants claimed he had attended Nimitz several decades ago and that it looked worse today than it did back then. He was interested in having new, cleaner facilities at Nimitz. Based on the informal conversations happening at his table, many of the other participants also agreed. During the activity, participants also expressed the need for safe, drug-free schools that addressed bullying. Below are the written comments captured during the School Vision activity:

- 1) Me gustaría que la escuela tuviera más control en los alumnos cuando están en transcurso a los salones para evitar el bullying.  
*(I would like for the school to have more control of the students between periods to avoid bullying among students).*
- 2) Drug free school.
- 3) To be safe.
- 4) For it to be clean.
- 5) Que todo el personal sea amable y a la vez exigentes con los bullying.  
*(All school personnel to be polite, but to be strict when it comes to bullying).*
- 6) Para que la escuela este unida como maestro y alumnos y que la seguridad sobre todo para que lo estudian este mucho mejor por hoy en día el bully entre los jóvenes y uno como padres tiene que ver mucho.  
*(The school needs to work together with the teachers and students in order to provide a safe environment for the students and avoid incidents of bullying in the school. We as parents also play an important role).*
- 7) Mi preocupación y mi pregunta es que hacen los supervisores o si saben que los mismos niños están vendiendo drogas en la escuela?  
*(I have a concern, and my question is what are the supervising personnel doing, or do they know that the students are selling drugs in the school?)*
- 8) Clean restrooms



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- 9) Faster removal of graffiti

### Funding and Resources

The availability of quality afterschool tutoring and extracurricular resources was a topic of discussion during the small group activity as well as the larger group discussion during the plan presentation. Session participants wanted to discuss how budget cuts would impact the availability of these needed resources for the students. The following are the comments addressing this issue:

- 1) Si es posible, tener tutoría después de escuela o summer school en lectura, matemáticas.  
(If possible, to provide after school tutoring and summer school for Reading and math)
- 2) Puede haber tutoría en Algebra, dos o tres veces por semana después de escuela.  
(After school tutoring in Algebra, two or three times a week).
- 3) Writing improvement; club or after school class.
- 4) More sports choices
- 5) Science clubs, music clubs
- 6) Que nunca sea excusa la falta de dinero para darle el apoyo requerido al alumno, cuando hay tantas maneras para hacer los cambios con la participación de los padres.  
(Lack of funds should never be an excuse to provide needed support for students; there are so many ways to make changes engaging parents).
- 7) Implementar mas actividades arte, música, deportes después de escuela.  
(To implement more programs providing after school activities such as art, music, and sports).
- 8) Librarian on site while school is in session
- 9) Better computer equipment

The following are written comments that do not fit the abovementioned themes. However, a general theme between these comments is a plea from the session participants for teachers to respect and have compassion for students' needs:

- 1) Les damos las gracias a los maestros por su paciencia por que son muchos estudiantes y es un poco difícil.  
(We would like to thank teachers for their patience; they have so many students, we know it is a difficult task).
- 2) Que los maestros den el mismo respeto que ellos piden a los estudiantes. Que los maestros sean mas comprensivos.  
(Teachers demand respect from students, but respect should be reciprocal. Teachers need to be more understanding).
- 3) Yo quisiera que los maestros fueran un poco comprensivos a la hora de ir al baño, que tengan paciencia y compasión a los estudiantes, que si no entienden algo que les den un poco de tiempo para que les expliquen un poco. (I would like to see that teachers are more understanding when students have to use the restroom; they should be more patient and show compassion for the students; if they don't understand something, and take the time to explain a little bit more).
- 4) All teachers should be willing to stay after school like the gifted teachers.



## SESSION 1 REPORT – DIALOGUES WITH PLANNING TEAMS

**NAME OF SCHOOL:** Nimitz Middle School

**DATE OF SESSION 1:** 09.20.2012

**NAME OF ORGANIZATION:** Alliance for a Better Community (ABC)

**NAME OF INDIVIDUAL REPORTING IN BEHALF OF THE ORGANIZATION:** Martha Cortes

**DATE THIS REPORT IS COMPLETED AND SUBMITTED:** 10.02.2012 (Second Version)

There was only one planning team for this school. The planning team shared with the session participants their vision for students and school and engaged participants in a conversation to address questions and solicit feedback for this portion of the plan.

The dialogue with the planning team was aligned to the written feedback provided and small group discussions during the earlier part of the session. A couple of the participants wanted to address the experiences expressed by the parents during the school vision activity regarding the inappropriate interaction between teacher and student. A couple of the participants described experiences in which their children had told them that their teacher said she/he could only answer questions once. These parents worried that this type of interaction between student and teacher could eventually lead to decrease in confidence and ultimately impact student learning. Even though one of the parents expressed understanding of the pressures teachers face, she stated the teacher should have communicated with her. Two of the particular question/comments to the planning team representative included:

- "We need teachers to better explain things to our students and some teachers do not let them ask the same question more than once. What can we do to make sure that this does not happen?"
- "Parents need to know where there are problems so that they can help."

The planning team representative answered:

- "We need to empower students to be able to feel confident to ask questions and be persistent."

There were other informal discussions happening at the tables with participants expressing concern with these repeated offenses. Parents stated that it should not only be about working with their children but about what the school can do to change teacher behavior. The planning team representative asked the parents to follow up with the individual teachers to better understand the situation and what they could do in the future to better support their child at home.

Another one of the themes identified during the school vision activity and further discussed during this dialogue, was the lack of funds and resources available to students at Nimitz. Participants sought to understand how the budget cuts impacted the availability of resources both during and after school.

One of the participants asked:

- "We are focusing on what we want students to be, however, with the budget cuts, how do you plan to address their needs?"

The planning team representative answered:

- "There are some additional resources and programs that we have at Nimitz, but we are going to continue to be creative in ensuring that we meet the needs of the students. All are doing the best that they can with what they have."

Participants were interested in continuing this conversation. Many expressed concerns on the limited money and resources available at Nimitz and wanted to know how this plan would address this shortage. Specifically, one of the participants had a question regarding how money is allocated to schools and how deeper cuts could be prevented. The planning team representative mentioned that they had their hands tied on several different aspects given that money to schools was dictated by the district. However, she did reiterate that some of the after school programs provided by third parties were still available.



## Public School Choice 4.0 Academy Session Reporting – Student Vision

Briefly, teacher quality was addressed by one of the participants. His question focused specifically on teacher credentialing and how to make sure that all students have access to quality teachers regardless of where they lived:

- "Because we are a low income area, we don't have the most effective teachers and best facilities as some other areas. How is this so?"

The planning team representative answered:

- "There are many different types of staff on the writing plan and they are working together to improve Nimitz. We do have staff that meets all qualifications."

This issue was further addressed during the school vision activity and PSC facilitators ensured participants that their comments would be shared with district and school site leaders to impact the proposed plan for Nimitz.